Please note that this application form is only for countries that have previously applied for an ESPIG and would like to access additional Maximum Country Allocation (MCA)

Application Form *for* Additional Maximum Country Allocation

March 2019
[Finalized in June 2019]

OVERVIEW	
Country:	Zimbabwe
Grant agent(s):	UNICEF
Is the grant agent(s) the same as for the current ESPIG?	Yes [X] No [ ]
Coordinating agency(ies):	DFID
Date of submission of Additional MCA application:	6/27/2019
Is the program to be financed by Additional MCA the same as for the current ESPIG?	Yes [X] No [ ]
Program name for current ESPIG:	Education Sector Program Implementation Grant (ESPIG) Variable Part and Multiplier Fund Programme in Zimbabwe
Program name for this application:	Additional MCA amount for SIG top-up and development of new ESSP
Additional MCA amount requested - Fixed Part[1]:	US$ 2,800,000
Additional MCA amount requested - Variable Part[2]:	N/A
Agency fees (additional to the country allocation):	US$ 196,000 (7%)
Additional MCA estimated starting date[3]:	3/1/2019
Estimated closing date (must be last day of the month, e.g. June **30**, 2025):	11/30/2021
Is the above date an extension of the closing date for current ESPIG?	Yes [X] No [ ]
Expected submission date of completion report:	3/31/2022

Grant modality - (please enter '**X**')[4]		
	[ ]	Sector Pooled
	[ ]	Project Pooled/ Co-financed
	[X]	Project/ Stand-alone

[1] Including other grant agent costs such as supervision, country offices, etc.
[2] Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.
[3] In cases where the Additional MCA is used to finance programs supported by the current ESPIG, the Additional MCA starting date refers to the date the additional financing becomes effective.
[4] See Annex 1 for definitions.

GLOBAL PARTNERSHIP *for* EDUCATION

Note to the user

Disclosure of ESPIG Documents:

➔Following the final GPC/Board approval of this application, the final document will be published on GPE website. This is in line with GPE's transparency policy, requiring that all approved ESPIG applications and other related documents including program documents, and Joint Sector Review reports or aide memoirs will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

Notification to the Secretariat:

➔ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country's intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country's own education sector planning and GPE quarterly submission dates.

ESPIG Guidelines:

➔ Applicants should read the Guidelines for Applying for an Additional Maximum Country Allocation as well as the *ESPIG Guidelines*, which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application (where applicable). In case additional information is needed, the applicant can contact the country lead at the Secretariat.

Application Package:

➔ This application package is considered an integral part of the GPC or Board's approval. Changes to any of these documents after submission to the GPE should follow the *ESPIG Policy*. This includes any changes to program documents during the internal approval process of the grant agent.

Data Sources:

➔ The financial, education sector, and any country information data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.

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I. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

NOTE: Please only complete this section if it has been more than two years since the current ESPIG was approved and if this application is based on a new ESP/TEP, different from the one used for the current ESPIG)

I.1 Requirement 1: An endorsed quality ESP/TEP[5]

If a new ESP has been submitted for this application, please provide the following information: ***NOT APPLICABLE***

Date of submission of the endorsed ESP/TEP:	N/A
Period of the ESP/TEP:	Current ESSP for 2016-2020

Please explain why the endorsed ESP/TEP can be considered a quality plan by summarizing the main conclusions and recommendations of the Appraisal Report and how these were addressed in the Appraisal Memo, including any adjustments made to the ESP/TEP and/or any medium-long term follow-up actions decided upon, as a result of the independent assessment, as well as any other outstanding issues related to the ESP/TEP.

The 2016-2020 Education Sector Strategic Plan (ESSP) has continued to serve as the key document that coordinates investment into the Education Sector since its approval. During its development, the ESSP went through formative assessments commissioned by DFID, and the GPE's QAR 1 and 2 processes provided additional inputs.

While the ESSP includes the aspiration for a large capital investment in classroom and school construction, achieving these goals depends on the outcome of consultations with a range of partners interested in supporting infrastructure activities. Commitment to supporting infrastructure has been challenging for this government and will require more intensive mobilization of resources and partners. The remaining programming has taken a very cautious approach in anticipating the resources which may be available and the current GPE programme reflects this.

MoPSE has responded to all of the recommendations made in two DFID quality assessments by adjusting the ESSP document. There were two principal areas of concern raised through the assessment process:

a) The comprehensiveness and completeness of the Operational Plans (OPs), and linked to this;

b) The total costs for the programs, which will change depending on the agreed activities and so affect the overall financing frame and the potential funding gaps.

MoPSE worked on the Operational Plans relevant to the Departments who will be responsible for the activities and budgets, as well as making adjustments to the financing tables in the ESSP. Further adjustments based on initial implementation were made at the Annual Review in November 2016, and

[5] Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.

further monitoring of targets were made during the 2017 sector review. The Plans now include all expected resources. MoPSE considers the ESSP and the accompanying Operational Plans as work in progress, and a living document which will be adjusted based on the enabling environment.

By producing an Education Sector Performance Report (ESPR) and holding a Joint Sector Review (JSR) annually, MoPSE commits to the ESSP as the principal education planning document for MoPSE 2016-2020. The ESSP is the basis upon which the Ministry of Primary and Secondary Education has operated. It is aligned to the Transitional Stabilisation Programme (2018-2020) as well, and donors and stakeholders have aligned their programming to achieve the ESSP key performance indicators.

I.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

NOTE: Please only complete this section if it has been more than one year since the current ESPIG was approved

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via ***this link.***[6] Attach the completed template to this application. → ***See Domestic Financing Matrix in Annex II***.

[6] This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex. Should you have any question about this section of the application form, please send an email to the GPE Secretariat at gpe_grant_submission@globalpartnership.org.

II. PROGRAM

II.1 Program description (extracted from program document[7])

NOTE: If the Additional MCA is used to complement program(s) financed by the current ESPIG, please focus on describing the changes in the pre-existing program(s)

Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and the components and sub-components with financing amounts.

OR:

In 1,500 words or less (maximum 3 pages), please:

- Provide a narrative of the Program in summary form, describing overall program objectives and related expected outcomes, and the components and sub-components with financing amounts.
- Indicate as relevant GPE's anticipated share by components and sub-components if this is a co-financed project.

NOTE: it is highly encouraged that a summary of the program description is provided. Unlike the program document, this application is translated to give non-bilingual GPC and Board members an understanding of the program during their review of the application package.

The overall program objective is to increase the number of children successfully completing basic education.

The program sub-objectives are:
- Increasing access to a quality learning environment for the most disadvantaged children
- Increase the number of children transitioning from Grade 7 to Form 1
- Improve the pass rate in mathematics in the most disadvantaged schools
- Increase the number of girls completing basic education focusing on Forms 1 - 4
- Strengthening the policy and accountability frameworks
- Building leadership and managerial capacity

The following is a summary of the program component areas that will receive additional funding through this application for GPE funds within a fixed tranche.

1. Program 1 – Equity and Access - **School Improvement Grant (SIG) for Infrastructure Improvement ($2.6M)**

A top-up to the School Improvement Grant (SIG) will be paid directly to support the poorest 'satellite' schools in their efforts on infrastructure improvement. The focus will be on the completion and rehabilitation of classroom blocks and other school buildings, toilets for Early years learners, laboratory fittings, etc. The

[7] In case of additional financing of the program financed by an existing ESPIG, this may refer to that document already submitted in combination with a document that explains changes to the program.

intention is for these schools to have access to funds to complete classrooms and equip the learning environment so that the new curriculum can be delivered effectively. The program will ensure that all construction takes account of children with disability. Better learning and equipped accommodation (and in many cases accommodation for the first time) will encourage more children to enter and to stay in school; thereby improving learning outcomes and efficiency. The priority will be to complete classrooms and other essential school facilities, like toilets and hand-washing facilities and laboratories, at satellite schools or other rural schools in dire need, to improve the school environment to be more conducive for quality learning.

The selection of schools and eligibility for funds utilization are based on the criteria endorsed by the Education Coordination Group (ECG), which functions as the GPE LEG. Schools will use these funds in 2019-2020 and will receive support and guidelines on the use of the funds; including the criteria for their usage. This will include: construction and rehabilitation of classroom blocks, laboratories, safes, toilets and other school facilities, and procurement of building materials and transport, laboratory fittings and other equipment. Like the EDF-supported SIG, each school's infrastructure improvement needs should be identified in the school's Development Plans (SDPs). Funds will then be utilized based on what the school has prioritized. Within the rules and regulations, schools carry out local procurement for goods and services where appropriate and the school's procurement committee is responsible for obtaining relevant quotations, determining and approving the lowest bids.

Additional funds will allow up to 260 disadvantaged schools to receive US$ 5,000 per tranche in two disbursements, or a sum of $10,000 in one tranche, which is the maximum limit permitted for local procurement. It is estimated to benefit some 39,000 children through this SIG top-up disbursement for infrastructure improvement.

A reporting back mechanism will be established by MoPSE to allow schools to update the District Education Offices regularly on their status of construction. The construction work and utilization of the funds will be further monitored by UNICEF and MoPSE. A planned independent verification will be included to monitor progress made by the targeted schools in regard to construction work, however, knowing that some schools may need to raise additional funds to complete the construction work, this will be noted to identify alternate funding modalities to allow completion of the construction work and mitigate any unfinished work.

These GPE additional funds will complement the SIGs to be given to the schools in 2019 and 2020 under the EDF funds, which are focused on procurement of teaching and learning materials, schools' running costs, water and sanitation and others, but will not support infrastructure.

2. New Education Sector Analysis (ESA) and Education Sector Strategic Plan (ESSP) ($200,000 – co-funded with other funding sources)

The ESSP will be ending in December 2020. For this process to be robust and done well, it requires time to complete. The Ministry has decided, supported by the donors and civil society, as discussed and endorsed in the ECG/LEG, to begin work on the activities needed to progress the development of the next ESSP (2021-2025). These additional resources as part of the fixed tranche will contribute to the process to conduct a comprehensive Education Sector Analysis (ESA) and develop the next Education Sector Strategic Plan (ESSP). MoPSE and UNICEF will contract a firm/institution with technical experts in various relevant areas to carry out the tasks. This will include a financial modeling expert at an early stage, to ensure the development of this plan and the subsequent implementation plans for policies that support the ESSP, can be based on good evidence and planning principles and data.

The consultancy should be starting by end June 2019 and the new ESSP should be drafted by end of the first quarter of 2020. There will be consultations throughout the process and the final draft will be approved and endorsed through the existing ECG mechanism, and by senior management in MOPSE. The entre process is expected to take a total of eighteen months and is estimated to require a budget of US$ 600,000. It will be co-funded by the Education Development Fund (EDF) II and UNICEF's resources but separately accounted for within the two programmes.

Please identify the event or project activity that will mark the start of the program and which will define the program start date:

The GPE II Variable Part and Multiplier Fund to Zimbabwe was approved by the GPE Board in August 2018 and its validity began in September 2018. The majority of this additional MCA amount will complement SIG top-up as Fixed Part. The small remaining amount will be contributed to the work on new Education Sector Analysis (ESA) and development of the Education Sector Strategic Plan (ESSP), where an institutional consultancy is planned to commence in July 2019 and complete by the end of June 2020.

II.2 Expected Outputs[8] (extracted from program document)

NOTE: If the Additional MCA is used to complement program(s) in the current ESPIG, then the figures below should include outputs of the combined program(s)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators[9] (GPE Strategic Plan 2016-2020):

Number of textbooks purchased and distributed
Number of teachers trained

[8] See Annex 1 for definitions of these indicators. For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.
[9] Implementation year begins with grant effectiveness/ signing of grant agreement.

Number of classrooms built or rehabilitated

NOTE: These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds, please indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc).

TABLE 1 | Target outputs per year (Year 1 refers to first year of current ESPIG in cases where Additional MCA supports program(s) financed by current ESPIG)

Indicate below if calendar year or implementation year[10]: Implementation Year	Baseline (2018)	2019	2020	Year 3	Year 4	Year 5
Number of textbooks purchased and distributed						
Number of teachers trained						
Number of classrooms built or rehabilitated	0	130	130			

II.3 Financial overview

Please complete the table below, indicating program cost and disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed project, indicate estimates for the expected disbursements of GPE funds by year.

NOTE: If the Additional MCA is used to complement program(s) in the current ESPIG, then the figures below should include costs of the combined program(s)

TABLE 2 | Target outputs per year (Year 1 refers to first year of current ESPIG in cases where Additional MCA supports program(s) financed by current ESPIG)

Indicate years (e.g., 2023):	2019	2020	year 3	year 4	year 5	Total
Total program costs per implementation year[11]						
Total program costs per calendar year	US$ 1,400,000	US$ 1,400,000				US$ 2,800,000

[10] Implementation year begins with grant effectiveness/ signing of grant agreement.

[11] Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.

II.4 Aid effectiveness

NOTE: Complete this section only if the Additional MCA will be used to finance Stand Alone program(s), different from program(s) financed by current ESPIG

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.
Note: Please provide brief justifications/explanations in your response.

TABLE 3 | Grant financing modality

	Current ESPIG	Additional MCA application
In relation to the ESP/TEP		
Is the GPE-funded Program aligned with the Education Sector Plan?	Please indicate Yes or No Yes [X] No [ ]	Please indicate Yes or No Yes [X] No [ ]
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	Please indicate Yes or No. Yes [X] No [ ] Payment of programmes are done using the government PFM system.	Please indicate Yes or No. Yes [X] No [ ]
In relation to the national budget and parliament		
Is the GPE project clearly indicated in the national budget?	Please indicate Yes or No Yes [X] No [ ] In the budget statement.	Please indicate Yes or No Yes [X] No [ ]
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is GPE funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?	Please indicate Yes or No Yes [ ] No [X] External contributions acknowledged and recorded, but not indicated by project or area of allocation, the majority of external contributions directly transferred to beneficiaries (e.g. SIG to schools) or used for direct benefits of intended beneficiaries (e.g. procurement of goods and services)	Please indicate Yes or No Yes [ ] No [X] External contributions acknowledged and recorded, but not indicated by project or area of allocation, the majority of external contributions directly transferred to beneficiaries (e.g. SIG to schools) or used for direct benefits of intended beneficiaries (e.g. procurement of goods and services)
In relation to treasury		

Is the majority of the financing disbursed into: (a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank?	**c)** SIG funds to be directly transferred to commercial banks of the SIG beneficiaries (e.g. schools) by UNICEF	**c)** SIG funds to be directly transferred to commercial banks of the SIG beneficiaries (e.g. schools) by UNICEF
Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?	Please indicate Yes or No Yes [X] No [ ] The GPE 2 programme will develop disbursement and accounting systems and procedures which align more closely with GoZ systems. Districts will be required to request expenditure approval through MoPSE structures and then to the Grant Agent UNICEF using and building the capacity of government PFM systems.	Please indicate Yes or No Yes [X] No [ ] Safeguards have been put in place through validation and verification processes, spot checks and harmonized approach to cash transfer and quality assurance mechanism, including acquittal/liquidation processes to indicate funds utilized for the intended purposes
In relation to procurement		
Are government procurement rules used? If so are there any derogations/safeguards on the use of these rules introduced?	Please indicate Yes or No Yes [X] No [ ] Procurement is in line with government procedures.	Please indicate Yes or No Yes [X] No [ ] Safeguard has been put in place through application of procurement standards and processes before commitments of payments and the government audit process
In relation to accounting		
Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?	Please indicate Yes or No Yes [X] No [ ] The GPE 2 programme will develop disbursement and accounting systems and procedures which align more closely with GoZ systems. Districts will be required to request expenditure approval through MoPSE structures and then to the Grant Agent UNICEF using and building the capacity of government PFM systems.	Please indicate Yes or No Yes [X] No [ ] MoPSE has started to use the SAP system, business operations management system software, which complements the system used by the Ministry of Finance and by the Grant Agent, which helps to reflect external contributions in Government's financial accounting.

In relation to audit		
Will the financial accounts be audited by the government's external auditor?	Please indicate Yes or No Yes [X] No [ ] MoPSE Department of Finance will keep a record of all expenditure which will be both internally audited and audited by the GoZ external auditor.	Please indicate Yes or No Yes [X] No [ ] Same. Auditor General to audit the government's financial accounts
In relation to reporting		
Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?	Please indicate Yes or No Yes [X] No [ ] Information will be included in reports on the execution of Operational Plans on an annual basis during the sector review.	Please indicate Yes or No Yes [X] No [ ] Annual Education Sector Performance Report (ESPR) and Joint Sector Review will report on GPE related project execution.
Will separate / additional reports be required for the Program?	Please indicate Yes or No Yes [ ] No [X]	Please indicate Yes or No Yes [ ] No [X]

II.4.1 Evolution of aligned assistance

In 375 words or less, please:

- Describe how the proposed grant financing modality is evolving in comparison with the previous grant (if applicable) based on the table above.
- Explain what mechanisms are in place to mitigate fiduciary risks and why they seem appropriate.
- Detail how the proposed Program lays the foundation for more aligned assistance in the future.

As a result of the current financial situation in Zimbabwe, there is a high degree of uncertainty in how the funds provided to schools can maintain value and, if not well monitored, there could be a reduction in the purchasing power of the funds provided to schools. This may decrease the "value for money" of the programme and could hinder programme implementation. The funds are currently quoted in this application in USD as the RTGS has such high fluctuations in value between the interbank (official) rate and the parallel market. This will continue to be monitored throughout the lifetime of the programme and regularly reported in the ECG and other fora.

To mitigate these operational and fiduciary risks, MoPSE has enabled all the SIG receiving schools open Nostro (USD) accounts so that most transactions will be made using Nostro-to-Nostro transfer and transactions or cash. Transfer and utilization of SIG funds will be monitored carefully to see how schools can utilize the funds. For procurement, MoPSE requires all schools to get quotations in both RTGS and USD to ensure the best price.

To further mitigate risks in the utilization of SIG and other funds by schools, MoPSE and UNICEF have focused on building the capacity of school and district personnel through financial management training, which will continue in 2019 (funded through the EDF). Additionally, in 2019, MoPSE and UNICEF will develop and implement a comprehensive communication strategy to guide the schools on the appropriate utilization of SIG funds.

Schools have regular external audits under the MoPSE's rules and regulations. In partnership with MoPSE and through the EDF, UNICEF engages with an independent firm to conduct SIG utilization verification targeting at least 10% of SIG schools every year. This verification will be expanded to include a sample of the GPE supported SIG schools. If any misappropriation identified through either audit or verification, MoPSE is responsible of following up with the schools to clear frauds, misappropriation and other issues identified. Close monitoring is carried out by MoPSE's Grant Management Team (GMT) and UNICEF.

Overall, the Grant Agent, Coordinating Agent (CA), civil society, and the Ministry (MoPSE) continue to have strong partnerships and coordination through ECG/LEG 6-weekly meetings. Since 2018, MoPSE and UNICEF have started quarterly joint planning for more efficient programme planning, management and monitoring. UNICEF technical and operational staff work closely with MoPSE's departments and offices at all levels in both programme implementation and financial quality assurance processes.

III. VARIABLE PART INFORMATION – *NOT APPLICABLE*

NOTE: Complete this section only if the Additional MCA includes a variable part.[12] Please include only the variable part strategies and indicators that are linked to the Additional MCA.

III.1 Proposed variable part strategies in equity, efficiency, learning outcomes

For each dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results' chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a 'stretch'.
- Note: An Additional MCA may propose 'new' variable part strategies and indicators. If any of the strategies / indicators proposed are new, please highlight. If a revision to the variable part of the existing ESPIG is proposed, please make a note and include an explanation / justification for proposing this change.

1. Equity strategy

N/A

2. Efficiency strategy

12 An application for an additional MCA of up to US$5 million does not have to include an ex-post variable part, even if the total ESPIG amount including the initial MCA would exceed US$5 million.

N/A

3. Learning outcomes strategy

N/A

III.2 Variable Part indicators, targets and means of verification – *NOT APPLICABLE*

Please complete the boxes below to state indicators, targets and means of verification. Please add additional boxes as needed.

NOTE: According to ESPIG policy, if the grant agent in consultation with the LEG concludes that indicators have been reached, the grant agent will disburse the variable part in accordance with the terms of the application package as approved by the Board. Therefore, it is important that the following information be completed accurately.

Dimension:
Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

Definition of targets:
Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

Disbursement Rule:
State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

Verification Process:
Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Dimension:
Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

Definition of targets:
Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

Disbursement Rule:
State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

Verification Process:
Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Dimension:
Use the drop down below to select a dimension

Choose an item.

Indicator Name / Definition:

Definition of targets:
Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

Disbursement Rule:
State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

Verification Process:
Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

III.3 Disbursement Mechanism: Briefly state the disbursement mechanism.

Into what mechanism will variable part financing be disbursed? – NOT APPLICABLE

IV. INCLUSIVE APPROACH

IV.1 Development Partners

Please include as an annex to this application a list of the development partners in the local education group (LEG) that were consulted in the development of this application.

The Education Coordination Group (ECG) is the country's Local Education Group and is a collaborative forum for education sector policy dialogue under government leadership. It provides for consultation and dialogue on education sector development between the Government and its partners. The Government takes the lead in this forum; with the Minister of Primary and Secondary Education being the Chair and the Permanent Secretary being the Deputy Chair., the Department of Policy, Research and Statistics is the secretariat with UNICEF support. Other Government departments and portfolio members are the Ministry of Finance (MoF) and the Ministry of Higher and Tertiary Education, Science and Technology Development (MoHTESTD). From the partners for GPE programs, DFID plays the role of the Coordinating Agency (CA) while UNICEF is the Grant Agent (GA). Other members of the ECG are World Bank, UNESCO, the Campaign for Female Education (CAMFED) and the Education Coalition of Zimbabwe (ECOZI) representing civil society organizations. The ECG has an agreed Terms of Reference.

The ECG has been extensively engaged in this application process. A small working group, membered by MoPSE-Policy and Research Support (PRS), DFID, UNICEF, UNESCO, ECOZI and CAMFED, was assigned to discuss and prepare the programme components to be supported by the additional MCA funding amount (US$ 2.8 million). The proposed components were presented to and agreed by the ECG. In addition, the ECG has been the inclusive consultative platform to closely monitor and discuss the progresses made and results achieved (or not achieved) in both GPE ESPIG Fixed Part supported programmes as well as the indicators within the results framework under the GPE ESPIG Variable Part and Multiplier Fund. At the ECG meetings, the results and challenges are discussed, and often technical teams follow up specific matters raised.

The ECG has led the monitoring progress and adjusting strategies on the ESSP 2016–2020 and has led the annual sector review process, namely the Joint Sector Review (JSR) which is fed by district and provincial level reviews and production of the Education Sector Performance Report (ESPR). The ECG has also been the critical platform

for education partners to be engaged in the policy-related issues, that are funded by GPE and EDF programmes. The policy reviews have included the revisions to the Education Amendment Bill and the finalization of the school financing policy that are the indicators of the GPE VT&MF results framework, the Holistic Organization Development (HOD) study which has been completed and will be translated into a Capacity Development (CD) Plan for MoPSE, the launch of the school health policy and the development of inclusive education policy and early learning policy.

Annex I:

DEFINITIONS	
The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:	
Relating to funding modalities	
Sector Pooled	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
Project pooled / Co-financed	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
Project/ Stand-alone	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.
Relating to key indicators	
Number of textbooks purchased and distributed	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.
Number of teachers trained	This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
Number of classrooms built or rehabilitated	This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.